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| **ONLINE INSTRUCTOR OBSERVATION** |
| Name of Instructor: |  |  |  | Class: |  |  |
| Observed by: |  |  |  | Date: |  |  |
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|  |  *\*Please note if any component is not observed.* | **Rating** | **Comments** |
| **ORIENTATION/INTRODUCTION**  |
| The course includes an orientation with an opportunity for students to introduce themselves to the professor and classmates. |  |  |
| Instructor sent a welcome email and Course Policies to students by email no later than the first day of the class. |  |  |
| **COMMUNICATION**  |
| Instructor uses all appropriate course tools (e.g. Discussion, email, assessment feedback, etc.) to effectively manage and facilitate student learning. |  |  |
| Instructor is available to students in a variety of different formats and at different times for one-on-one communication. |  |  |
| Instructor demonstrates a professional attitude and voice at all times, including private mail, discussion, and feedback on assignments. |  |  |
| Uses affirming language and presents material in a positive manner. |  |  |
| Instructor creates a supportive environment so students are willing to take risks, make mistakes, express their opinions, and actively respond to instructions. |  |  |
| Shows enthusiasm for teaching and learning and maintains a positive learning environment. |  |  |
| Instructor uses all appropriate course tools (e.g. Discussion, email, assessment feedback, etc.) to effectively manage and facilitate student learning. |  |  |
| **TIMELINESS**  |
| Timely announcements effectively communicate key milestones/dates/events and supply additional instructions |  |  |
| Instructor demonstrates frequent participation and “checking in” in the class, at least three days per week, such as Sunday-Tuesday-Thursday, or Monday-Wednesday-Friday. |  |  |
| Faculty response times (expectations for responses to emails and discussion questions, and grading of assignments and assessments) are communicated and practiced consistently. |  |  |

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| **CONTENT AND MATERIALS**  |
| The instructor displays sufficient understanding of the subject matter to provide clear, meaningful, and relevant comments to students in both discussion board and assessment comments. |  |  |
| Instructor demonstrates understanding of the concepts being taught and provides accurate information to students. |  |  |
| Relates instruction to the interests and needs of the students. |  |  |
| Course materials make effective use of the online format to engage students and enhance learning, such as visual aid, graphics, effective age design, roll-over features, audio files, links and targets. |  |  |
| Connections between course elements are clearly explained. Each element is contextualized within the module. (i.e. through using effective introductions and transitions within elements). |  |  |
| Module introductions clearly lay out the content and activities for each module, including a clear explanation of the purpose of the various elements. |  |  |
| Instructor’s course materials are legible, accurate, well-organized, effective parts of each learning module. |  |  |
| Individual features (such as images, videos, quotations, or stories and commentary on the course topics) reveal the instructor's enthusiasm for the subject. |  |  |
| Course material is well organized and presented in a variety of techniques and strategies to meet needs of different learning styles. |  |  |
| Instructor provides clear models and/or explanations on levels appropriate for the students. |  |  |
| **FACULTY AND STUDENT INTERACTION** |
| Instructor engages in meaningful and instructive communication with each student on a weekly basis, in Private Mail or Discussion, such as responding to homework, journals, or discussion entries. |  |  |
| Course activities foster frequent, meaningful interactions among students, between students and content, and between students and instructor. |  |  |
| Meaningful faculty participation is evident (i.e., answers questions, provides redirection, corrects misinformation, curbs inappropriate behaviors, etc.). |  |  |
| Course requires active student involvement in learning activities and communication among students. |  |  |
| Expectations for student participation are clearly stated (i.e., when to post, how often, netiquette, grading, etc.). |  |  |
| **FEEDBACK/ASSESSMENT** |
| Feedback on student work is timely, consistent with information provided in the syllabus. |  |  |
| Students are able to get up-to-date information through the online Grade Book on their progress in the course. |  |  |
| Clear feedback on formal assessments as well as on less formal student work, like discussion boards, gives students insight into the quality of their work. |  |  |
| Graded essays demonstrate effective evaluation techniques including in-text and marginal (or end) notes that are legible and meaningful to the student’s learning, notes that summarize the instructor’s assessment of the essay, including an explanation of the final score/grade. |  |  |
| **OUTCOMES/CRITICAL THINKING** |
| Includes discussion prompts, quiz questions, and/or assignments that require students to use a range of thinking skills from basic knowledge recall to comprehension, analysis, synthesis and evaluation. |  |  |
| Provides real-life contexts and opportunities for hands-on practice and application. |  |  |
| Current events, case studies, or other devices are used to make material relevant. |  |  |
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| **SYLLABUS REQUIREMENTS** |
|  | Current instructor contact info (office hours, availability, email, etc.) | □ |
|  | Term and year | □ |
|  | Course description from current CCOG | □ |
|  | Course outcomes listed in the current CCOG | □ |
|  | Course prerequisites | □ |
|  | Materials required (text, computer, etc.) | □ |
|  | Major assignments and due dates | □ |
|  | Grading policies clearly explained; adhere PCC Grading Guidelines (with link) | □ |
|  | Add/drop/withdraw deadlines for term (with link) | □ |
|  | Attendance and make-up policies | □ |
|  | Instructional ADA statement (with link) | □ |
|  | Code of Student Conduct (with link) | □ |
|  | Academic Integrity Statement (with link) | □ |
|  | Flexibility Statement | □ |
| **STRENGTHS/WEAKNESSES:** |